

**THE USE OF TELEPHONE CONVERSATION METHOD TO IMPROVE
THE SPEAKING ABILITY AT THE SECOND YEAR STUDENTS OF
MA DARUD DA'WAH WAL IRSYAD (DDI) MATTOANGING
BANTAENG REGENCY**



A Thesis

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PENGESAHAN SKRIPSI

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The Writer,

LIST OF CONTENTS

TITLE PAGE	i
PERNYATAAN KEASLIAN SKRIPSI	ii
PERSETUJUAN PEMBIMBING	iii
PENGESAHAN SKRIPSI.....	iv
ABSTRACT	v
LIST OF CONTENTS.....	viii
LIST OF TABLES	x
LIST OF APPENDICES	xi
ACKNOWLEDGEMENT	xii
CHAPTER I. INTRODUCTION	
A. Background.....	1
B. Problem Statement.....	4
C. The Objective of Reaseach.....	5
D. Significance of the Research.....	5
E. Scope of the Research	5
F. Operational Definition of Terms.....	6
CHAPTER II. REVIEW OF RELATED LITERATURE	
A. Some Previous Research Finding.....	7
B. Some Partinent Ideas.....	8
1. Telephone Conversation Method	8
a. Definition of Telephone Conversation	8
b. Telephone Conversation Scenarios	10
c. Telephone Speaking VS Face-to-Face Speaking	11
d. Key Telephone Skills	13
e. Effective Telephone Technique & Some Rules.....	18
f. 15 Fun Ways of Practicing Telephoning	20

2. The Concept of Speaking.....	26
a. Definition of Speaking.....	26
b. Elements of Speaking	27
c. Function of Speaking	27
d. The Way of Teaching Speaking	36
e. Steps of Teaching Speaking	37
f. Characteristic of Successful Speaking	39
g. Principles for Teaching Speaking.....	40
h. The Activities for the Enhancement of Speaking Skills	40
C. Theoretical Framework.....	41
D. Hypothesis	42
CHAPTER III. RESEARCH METHODOLOGY	
A. Research Design.....	43
B. Research Variable.....	43
C. Population and Sample	44
D. Research Instrument.....	44
E. Procedures of Collecting Data	45
F. Technique of Analyzing Data.....	47
G. Limitation.....	55
CHAPTER IV. FINDING AND DISCUSSION	
A. Findings.....	56
B. Discussion	64
CHAPTER V. CONCLUSION AND SUGGESTION	
A. Conclusion.....	66
B. Suggestion.....	67
BIBLIOGRAPHY	68
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

Table 1	The description of the students' problems	2
Table 2	Scoring and Criteria of Students' Accuracy in Pronunciation	48
Table 3	Scoring and Criteria of Students' Accuracy in Grammar	49
Table 4	Scoring and Criteria of Students' Accuracy in Vocabulary	50
Table 5	Scoring and Criteria of Students' Fluency.....	51
Table 6	Scoring and Criteria of Students' Comprehensibility	52
Table 7	Rate Scales.....	52
Table 8	The Criteria and Percentage of The Students' Accuracy in Pre-test...	56
Table 9	The Criteria and Percentage of The Students' Fluency in Pre-test	57
Table 10	The Criteria and Percentage of The Students' Comprehensibility In Pre-test	39
Table 11	The Criteria and Percentage of The Students' Accuracy in Posttest....	59
Table 12	The Criteria and Percentage of The Students' Fluency in Posttest...	59
Table 13	The Criteria and Percentage of The Students' Comprehensibility In Posttest.....	60
Table 14	Standard Deviation of The Students' Both of Pre-test and Post-test...	62
Table 15	The Distribution of t-test and t-table of Pre-test and Post-test.....	63



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ALAUDDIN
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LIST OF APPENDICES

Appendix A	The Students' Speaking Score in Pre Test	47
Appendix B	The Students' Speaking Score in Post-Test	48
Appendix C	The Total Raw Score of Students' Pre-test & Post-test.	49
Appendix D	Mean Score of Pre-test and Post-test	50
Appendix E	The Standard Deviation.....	51
Appendix F	T-test	53
Appendix G	The Distribution of T-Table	54
Appendix H	The Instrument of the Research	55
Appendix I	Lesson Plan.....	59
Appendix J	Documentation	67

ABSTRACT

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Title : The Use of Telephone Conversation Method to Improve the Speaking Ability of the Second Year Students at MA Darud Da'wah Wal Irsyad (DDI) Mattoanging Bantaeng

Consultant I : Prof. Hamdan Juhannis, MA., PhD.

Consultant II : Drs. H. Abd. Muis Said, M.Ed., M.TESOL.

This research aimed to improve the speaking ability of the second year students at MA DDI Mattoanging Bantaeng by using Telephone Conversation Method. The problem statement was as follow: "Is the use of Telephone Conversation Method effective to improve the speaking ability of the second year students at MA DDI Mattoanging Bantaeng?". The objective of the research was to find out whether or not the use of Telephone Conversation Method can improve the students' speaking ability of the Second Year Students at MA DDI Mattoanging Bantaeng. The population of the research was the second grade students of MA DDI Mattoanging Bantaeng in academic year 2013/2014. The researcher applied pre-experimental method. The sample of the research was consisted of one group by using purposive sampling technique and the researcher took XI IPS which consists of 25 students. The researcher used tests to collect the data and distributed speaking test through pre- test and post-test to collect information about their attitude toward the application of using Telephone Conversation Method.

The result of the research showed that the students' speaking ability had poor score in pre-test. After treatment, their speaking ability was significantly increased. It could be seen from their score that changed to become good. The mean score of post-test (4.06) was higher than the mean score of pre-test (3.17). Then, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted because the data analyzed by using t-test showed that the value of t-test was higher than t-table ($10.34 > 2.640$) at the level of significance 0.05 with the degree of freedom (df) = 24. Based on the result of the data analysis, it could be concluded that Telephone Conversation Method is effective in improving the students' speaking ability.



CHAPTER I

INTRODUCTION

This chapter deals with background, problem statement, objective, significance, and scope of the research.

A. *Background*

English is widely used in mass media and oral communication as means of exchanging information, including science and technology reasons. Harmer (2000) stated that English has become a lingua franca. It means that English is a means for people who have different language to communicate orally or written form. They use English to enable them to communicate and transfer information.

English speaking is one way of finding information through oral communication in the world. Someone who knows English well can easily associate with the other all over the world, and this capability, he can easily apply for a job, spread news, work out social relation or transact business.

Many people are difficult to speak English, which is caused by some factors such as lack of vocabulary, practice, and confidence. They think that speaking is a difficult, scare and bored subject. This problems can be caused of many things include the students motivation, the class situation, environment,

conventional teaching method, technique, approach or even from the teachers who cannot deliver their material successfully.

The monotonous and also inappropriate teaching technique used by the teacher might cause low motivation on the students in learning English which affect their ability in speaking. Most students are unmotivated in learning as the result of the teacher's monotonous teaching techniques. The students soon get bored and uninterested in learning.

Table 1. The description of the students' problems:

1. The students' low speaking ability
 - The students just spoke a few words when they were asked to introduce him/her self.
 - The students just smiled when the writer tried to converse with them out of classroom.
 - The students just gave a little response when they were asked in English.
 - When the students were asked to describe the pictures orally, they just spoke a few words.
2. The students' low motivation in learning English
 - The students did not pay attention to the teacher and were not enthusiastic to the subject matter.
 - The students seemed get bored soon and uninterested in English subject.
 - The students did not participate actively in the instructional activity.

- Some students look sleepy during the instructional process.
3. The teachers' monotonous and inappropriate use of teaching techniques
- Classroom activities were mostly based on the students' worksheet.
 - The teacher just explained about the language, translated word by word, gave written task, and asked the students to look for the meaning of new words in the dictionary.

Byrne (2000) stated that the first task of the teacher is create the best condition for students to study. In other words, the teacher is responsible for the situation where the student can communicate orally with their classmates.

Most of the students think that speaking English is really difficult because we should adapt among the written form and the pronunciation. We can see the fact that most of the Indonesian students cannot perform speaking English well.

Speaking becomes the most difficult lesson to be understood by the students. Therefore, teachers should give students numerous speaking opportunities to develop their ability in speaking. They understand about the topic or material but they are difficult to share and express their idea to others. For this purpose, active learning will be demanded. The writer introduces a method that could be used by teachers to increase their way of teaching and it can help students easier in learning English speaking. Based on this statement,

the writer choose the Telephone Conversation Method to make the student become active and improve their speaking ability.

Considering the previous problem above, the writer implemented a research under the title **“The Use of Telephone Conversation Method to Improve the Speaking Ability of the Second Year Students at MA Darud Da’wah Wal Irsyad (DDI) Mattoanging Bantaeng”**.

B. Problem Statement

Based on the previous background, the writer formulated the problem statement as follows: “Is the use of Telephone Conversation Method effective to improve the speaking ability of the second year students at MA DDI Mattoanging Bantaeng?”

C. Objective of the Research

Related to the problem statement above, the objective of the research was to find out the effectiveness of Telephone conversation method in improving students’ speaking ability of the second year students at MA DDI Mattoanging Bantaeng.

D. Significance of the Research

The result of the research is expected to be a piece of meaningful and useful information for the English teacher in teaching process, particularly in improving the students’ speaking ability as a part on English skills. This research

also expected to be reference in developing of teaching learning process especially in speaking.

E. Scope of the Research

This research was specipied to the teaching of English of the second year students at MA DDI Mattoanging Bantaeng in academic year of 2013/2014. The study focused on the usage of English movies in improving speaking ability.

F. Operational Definition of Terms

1) Telephone conversation method

Telephone conversation method is a method introduced by Robert Hopper. Telephone conversation is a frequent enough human experience to merit study, even if no other speaking were like it at all. However, descriptions of telephone speaking prove robust in generalizing to face-to-face conversation. Telephone speaking differs from other speech on a number of dimensions. Compared with face-to-face speaking, telephone speech is like message transportation, is limited to sounds only, is limited to two persons and begins at definite moments. Communicating effectively on the telephone is a unique skill. Unlike body language, which can vary from culture to culture and person to person.

2) Speaking Ability

According to Murdiby in English language education, Department of English at state University of Malang, he stated that “Speaking ability is a very

important competence that must be mastered by those who want to play a significant role in this globalization era” (2000:23). That statement showed if speaking ability is really important, the students must have the competence in speaking, although it is not easy to do because the bravery of English learners is still less where they are still afraid and shy to make out their words from their mouth.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the previous related research, some pertinent ideas, theoretical frame work and hypothesis.

A. Some Previous Research Findings

Some writers have done studies on speaking technique and its contribution on English teaching. Their findings are as the following:

1. Siwu (2005) stated that the implementation of the role-playing technique had improved the students' speaking skill. It is revealed through the improvement of the students' speaking performance and their self-confidence.
2. Ida wahyuni.B. (2006) stated that, speaking is a productive skill. As such, its development is undertaken after the receptive skill of listening comprehension, and perhaps of reading and is always somewhat behind that of receptive skill. How far the productive skill language behind the receptive depends upon the students, how far they have advanced in their language learning and linguistics complexity of the material. In addition, he stated that more effort is required on the part of the students, and more concern for sequential arrangement of activities is required on the apar of the teachers. The entire process covers a greater period of time to develop than does listening comprehension and is more taxing on the students' energies.
3. Suherni (2008) concluded that CLT method can be implemented to improve the students' speaking ability in daily conversation to the second grade students of MAN Baraka Kab. Enrekang.

Based on the finding above, the writer concluded that dialogue need to be applied to make an active speaking class. So we have to employ dialogue as a mean to stimulate students to speak English in the classroom.

B. Pertinent Ideas

1. Telephone conversation method

a. *Definition of Telephone Conversation*

Telephone conversation method is a method introduced by Robert Hopper. Telephone conversation is a frequent enough human experience to merit study, even if no other speaking were like it at all. However, description of telephone speaking prove robust in generalizing to face-to-face conversation, Robert Hopper (1992). Telephone conversation deserves study as a primary activity of contemporary living, it is a large portion of our daily interaction. Part of the telephone's practical significance is that it extends occasions for speaking. It is sometimes claimed that the telephone is a social leveller because anybody can call anybody else. Using the telephone each of us can speak across distances, across social barriers, across barriers to mobility. Telephone conversation has occupied breadbasket provinces of our semiotic lives. Its accoustic images knead our consciousness. Therefore the consequences of failing to understand the details of telephone speaking grow in importance. To describe telephone conversation is to understand ourselves better.

This method use a role-play technique. Role-Playing is “the act of imitating the character and behavior of a type of a person who is very different from yourself, either deliberately, for example as a training exercise, or without knowing it” (Collins

Cobuild English Language Dictionary, 1994). In this sense, the students pretend as someone else in the real world situation brought into the classroom. As a kind of guided conversation technique that is essential to the development of the speaking skill, role-playing provides framework in which the students build their own sentences but they may decide by themselves what they want to say (Valette and Disick, 1972). Some teachers have students write their own dialogue, and students generally like this because they can consider their own interactive needs. When students act out their dialogue, they become skits, the idea being for students to practice and then give a performance in front of the class.

Role play activities are similar to skits in that students are expected to act. However, unlike skits, in role play, students are not provided with lines but are given a situation and roles to play (Gebhard, 2000:). Tomkins (1998) argued that role play activity can encourage students' thinking and creativity. Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.

Richard-Amato (2003) proposed 11 steps in implementing role-playing technique. Those are introducing the topic, stimulating student interest, presenting

new vocabulary, reading a story that clearly identifies a problem, stopping the story at the climax, discussing the dilemma, selecting students to play the roles, preparing the audience to listen and later to offer advice, acting out the rest of the story, discussing alternative ways of dealing with the problem, and replaying the plays using new strategies if necessary. Huang (2008) applies six major steps in the procedure for the role play activities in her classes. Those are 1) Deciding on the Teaching Materials, 2) Selecting Situations and Create Dialogs, 3) Teaching the Dialogs for Role Plays, 4) Having Students Practice the Role Plays, 5) Having Students Modify the Situations and Dialogs, and 6) Evaluating and Checking Students' Comprehension.

Role-plays are also excellent activities speaking in the relatively safe environment of the classroom. In a role-play, students are given a particular roles in the target language. For example, one student plays a role of a tourist telephoning the police to report his wallet stolen. The other plays the role of a police officer trying to help the tourist file a report. Role-plays give learners practice speaking the target language before they must do so in a real environment.

b. Telephone Conversation Scenarios

This is a useful activity to involve pupils in a variety of telephone conversations. Pupils work in pairs and are given a scenario card. They plan and discuss the card and type of conversation in which they will engage and then with the use of real phones, carry out the telephone conversation.

Scenario Card Examples		
You have to phone a friend to invite him/her to your birthday party.	You have forgotten which page you must read for homework and so have to phone a classmate and ask them.	Your friend has fallen from his/her bike, you must ring his mother to explain what happened.

c. Telephone Speaking Versus Face-to-Face Speaking

Telephone speaking differs from other speech on a number of dimensions. Compared with face-to-face speaking, telephone speech is like message transportation, is limited to sounds only, is limited to two persons and begins at definite moments. The differences between telephone speaking and face-to-face speaking based on the Robert Hopper's explanation (1992:08) as the following:

- Telephone speaker cannot see one another and their message are limited to sounds that must find the other at some distance.
- Message travel. Telephone speakers do not share a space but send messages to one another across distance. Telephone conversation highlights the similarities between communicative activity and message transportation.
- Speech sounds. Telephone conversation is constrained to sounds, split from the rest of action

- Dyads. A telephone implies another telephone and two speakers split off from the rest of a speech community. Telephone conversation is limited to two parties; it focuses our attention on what is specifically dialogic in conversation; how speech action emerges across partners' turn. Two parties in a telephone conversation relate asymmetrically: one is the *caller* and one is the *answerer*. The caller acts, the answerer reacts.
- Openings. Caller hegemony is most obvious at the opening of each phone call. The caller knows whom he/she is calling and why. The answerer picks up the phone uninformed on these issues. These opening moments affect what happens later.

Given the contrasts noted above, one might argue that telephone speaking seems quite different from face-to-face speaking. However, face-to-face and telephone speaking remain more alike than different. Writers have contrasted face-to-face speech events versus sound-only events in terms of various discourse features: turn lengths, interruptions, pause lengths and others. More controlled comparisons may produce new, but researches designed to contrast telephone and face-to-face conversation have displayed instead their essential similarity.

Telephone speaking rich communicative ecology is surprisingly like face-to-face speaking. To be sure, visual cues are absent, but what those cues accomplish in face-to-face encounters does not go undone. For example, in face-to-face conversation we use visual cues to recognize our acquaintances. In telephone conversation, identification work must be accomplished in speaking. But the functions for mutual identification remain similar in both environments.

We must not dismiss as trivial all differences between face-to-face and telephone speaking. The telephone medium does constrain encounters, especially their opening moments.

d. Key Telephone Skills

These three skills are the basis for audible human communication and form the core of any telephone conversation. Mastery of these skills guarantees improved students' telephone communication. Three key telephone skills for telephone conversation as follows:

➤ ***Listening***

We can hear without listening and listen without understanding - according to folk lore we were born with two ears and only one mouth because we were meant to listen twice as much as we talk. Listening is about hearing, understanding, evaluating and only then responding.

Active Listening:

- **L** : Look Interested. Create a positive image in the caller's mind of you looking interested. Maintain an upright and positive body posture.
- **I** : Inquire. Use a variety of questions. Come to important issues slowly
- **S** : Stick to the point. Stick to the point by stating your purpose

- **T** : Test your understanding. Make an effort to listen actively by using summaries, both short and long, always being sure you understand before moving on.
- **E** : Evaluate the message
- **N** : Neutralise our feelings. In this case, we should keep our open mind. We can only listen by staying calm.

Remember:



A conversation implies two-way exchange of information. In real-life conversations, of course, the sender and receiver continually switch roles. People engaged in conversation spend some of their time talking (sending information) and some of their time listening (receiving information). Normally one person speaks while the other one listens, and vice versa. In an average telephone conversation, we can expect to spend about 50% of your time listening. Why does this fact shock us? It is because when we think about a telephone conversation we think about talking and not really listening.

➤ **Questioning**

Questioning as a Telephone Skill. Questioning is a systematic process that enables to discover information. In telephone calls, ask questions to accomplish two goals:

1. To get the information we need.
2. To verify or confirm information we've received.

Of course, we'll ask these questions in a conversational way and not make it sound like an interrogation.

Guidelines to use questions effectively takes practice:

1. Select the appropriate questions. Plan a general line of questioning before you make the call. Ideally, you'll identify the information you need, then prepare questions to get the conversation rolling. You cannot anticipate every question, but you can make an educated guess.
2. Listen to the answers to your questions. Remember, questioning is one of the broader skills you use in a professional business conversation. Don't tie yourself too tightly to a strict line of questioning. Don't start forming your next question until you've listened to the answer to the last one. Be sure you don't answer the questions yourself.
3. Timing is important. In a telephone conversation, timing is everything.

Avoid interrupting the conversational flow with a question out of context, but take advantage of conversational opportunities when they arise.

1. Continue questioning to confirm or verify information. Verifying is a special aspect of questioning. To verify, summarize what has been said (what we heard the other person say), then ask for confirmation with a question.

Here are some examples:

Summarize: "So the appointment will be on Thursday at 14h30..."

Confirm: "...is that correct?"

2. Avoid conducting an inquisition. There is a very delicate difference between an intense question and answer telephone call and an inquisition. If you get carried away firing questions, your listener will feel as though he/she is being grilled for information. It's best to acknowledge each answer briefly or comment in a relevant way before asking another question.
3. Don't get hung up on types of questions. Although it's useful to know and use the two types of questions, don't let yourself get hung up on the types themselves. After all, it is the answer, not the question that is the most important. Remember that your telephone contact may not respond in entirely predictable ways. Don't panic if he/she comes up with a one-word answer to our best indirect question! Take note of the information and realign our questions accordingly.
4. As you get ready to gather information over the telephone, consider constructing your line of questioning around the following 6 words :

Who? What? Where? When? How? Why?

➤ ***Speaking***

The person on the other end of the telephone line cannot see you. There is no visual imagery to assist communication, so the parties in a telephone conversation must rely entirely on sound. The speaking voices are the primary expressions:

- φ ***Pitch in the speaking voice is much like pitch in singing.*** Pitch ranges from low (bass) to high (soprano). In speaking voices, people show a general preference for the middle and lower ranges of the vocal scale. Low voices are regarded as signs of authority and trust. Higher voices, on the other hand, are often regarded as signs of immaturity or lack of experience. You may make a conscious effort to adjust your vocal pitch in either direction.
- φ ***Speed is the rate at which you speak.*** The range is from slow to fast, with the idea somewhere in the middle. A fast talker appears impatient or seems to be steamrolling the conversation. If you talk too fast, your telephone contact may not be able to follow you. In contrast, a slow talker may appear to be a slow thinker, as well. If you talk too slowly, your conversational partner will be tempted to cut in, supply words, or otherwise hurry you.
- φ ***Volume is the loudness of our voice.*** The range is from soft to loud. Ideally, you'd want your voice in the middle of the range. What happens if you are talking too loudly or too softly? In either case, your telephone contact will

find the conversation unpleasant and will be distracted by inappropriate volume.

φ ***Inflection is the modulation or change in a speaker's pitch or tone.***

Inflection gives our voice its personality. It provides the emphasis, interest, or accent that helps the listener understand our message. Inflection helps us show enthusiasm, interest, concern, and all the other possible human emotions.

A voice without inflection is described as monotone. A monotone voice is often associated with someone who is bored or uninterested. That's not an impression that we want to make in a telephone call.

φ ***Enunciation is the articulation or overall clarity of our speech.*** Garbled or indistinct speech annoys the listener. Our goal is always to speak clearly, pronouncing words correctly, and speaking distinctly. We want to avoid sounding stilted or affected, but we do want to strive for vocal clarity.

e. *Effective Telephone Techniques and Some Rules*

- Smile when you're on the phone – this has a *physiological* affect (smiling raises the soft palate at the back of the mouth and makes the sound waves more fluid, affecting the tone of your voice)
- When a caller complains – listen to the whole story, it's important to let them 'vent' – they won't be interested in anything you have to say until they have!

- ❑ Most people assume that when a caller is obviously upset that the response should be low key, calm and measured – but you should show your concern for them by recognising and appropriately ‘matching’ their tone.
- ❑ Adapt your tone to show interest and concern.
- ❑ Modify the volume of your voice to get the caller’s attention.
- ❑ Adjust the rate of your speech to match that of the caller (pace).
- ❑ Adjust intensity to match the pace of the caller.
- ❑ Show concern and apologise unless there are legal implications to accepting liability.
- ❑ Let the caller know what action you intend to take.
- ❑ Keep the caller informed.
- ❑ Take responsibility for making sure the matter is progressed.
- ❑ Don’t pass people from ‘pillar to post’.
- ❑ Build trust – if you say you will do something, DO IT. Keep to deadlines, ring back when you say you will, keep people informed.
- ❑ Be sincere and honest.
- ❑ Take ownership of the situation – if you can’t deal with it, make sure that it is handed to the right person.
- ❑ Don’t take caller complaints personally.
- ❑ Always be professional and flexible in trying to meet caller needs but don’t agree to unrealistic expectations that you can’t fulfil.

Some basic telephone rules:

- ❑ Answer promptly (within 2-3 rings)
- ❑ Greet the caller and give your name
- ❑ Ask how you can help
- ❑ Don't let someone else's phone ring repeatedly - answer on their behalf and take a message
- ❑ Use the caller's name or preferred title – choosing the right form of address is important. If they refer to themselves in a particular way use this as guidance - ie Dr, Mrs or Professor..
- ❑ Know how your telephone system works.
- ❑ Always ask for the caller's number so that if they are cut off you can then ring them back. (It's also important when you're transferring them, so that the recipient knows to whom they are talking)
- ❑ Never assume callers are willing to 'hold' – always ask for permission first
- ❑ If they prefer not to hold, find out whether they want a return call, to leave a message or prefer to speak to someone else.
- ❑ Show empathy, build an instant relationship with the caller by using warm, friendly tone of voice.

f. 15 Fun Ways of Practising Telephoning

Telephoning is one of the most difficult things we can do in a foreign language, but for many people who don't live in English speaking countries it can also be the method by which they are most likely to speak English.

Luckily, it is quite easy to make telephoning interactive and fun in the classroom. 15 ideas on how to do this are given below:

1. Guess the next line. Play the tape of or read out a telephone conversation one line at a time. After each line, the students have to guess what the person will say next and what kind of language they will use. Read out or play the next line for them to check and continue in the same way until the end of the conversation. You can give points depending on how close they get to what is said each time. This game works with any telephone conversation, but one with a surprise element like being phoned by someone famous, giving 10 different reasons why the caller can't speak to anyone in your office, realising at the end of the call that you dialled the wrong number etc. adds to the interest.
2. Really leave answerphone messages. If you have any way of recording student voices (e.g. two or more MP3 players, cassettes with inbuilt mic, or computers and microphones), you can get students to record their personal answerphone messages and then go around leaving messages on each other's answer machines. To cut down on the number of recorders needed, you can have 2 or 3 students taking turns

in one team. This game works best if you give them a clear reason for phoning, e.g. trying to make an arrangement to do something. This is always a popular activity, and maybe the easiest way of persuading students that it is a good idea to record their own voice.

3. The “not getting through” telephoning challenge roleplay. In pairs, one student is the caller who is trying to get through to someone (an imaginary third person) and the other student is a receptionist (and any other roles they want to use) who gives them a different reason each time why they can’t. The receptionist gets one point for each time they manage to finish the phonecall without putting the caller through to the right person. Switch roles and repeat.
4. The “getting through all over the place” telephoning challenge role-play. In this variation on the “Not Getting Through” Telephoning Challenge Roleplay, the person taking the call gets one point for each time they transfer the caller to anyone apart from the person their partner originally asked to speak to.
5. The “even less native speaker” telephoning challenge roleplay. This is another way of adding challenge and interest to telephoning practice by adding a problem element. Student A pretends their English is worse than it really is so that their partner has to repeat everything over and over. You could give points for the length of the phonecall, or for the number of different ways they manage to say “I’m sorry, can you repeat that please?” A variation on this is just to ask them to

check back every piece of information and get every one wrong as many times as they can.

6. The “Can I just check again who is calling?” telephoning challenge roleplay. The person receiving the phone call must not believe the identity of the caller and ask lots of personal questions about their mother’s maiden name etc to confirm it. You can give points for asking any personal question that their partner really doesn’t know the answer to, e.g. “What is your mother’s work fax number?” This works best if you set a realistic scene, like wanting to transfer a large amount of money from your bank account or phoning MI5 wanting to speak to James Bond. You could also present some indirect questions language like “Do you mind if I ask...?”
7. The “two drivers” telephoning challenge roleplay. Each student tries to guide the telephone conversation towards a different topic. You can give points to the students who do so most subtly and/ or to the students who had the topic they spent most time speaking about.
8. The “on and off” telephoning challenge roleplay. One student tries to make the telephone conversation as short as possible and the other tries to make it impossible to say goodbye.
9. The “many calls” shouting telephone calls roleplay. Give students several things to achieve through telephone calls and tell them they must “phone” a different person

in the class each time when trying to achieve it, without standing up. This usually means that the game gets louder and louder as they are forced to speak to people further and further away from their desk.

The first person to achieve all their tasks is the winner. If the person who receives their call wants to help them out or not is up to them. If not, they have to phone someone else and try the same task again.

10. Telephoning options maze. With each telephone conversation the students roleplay, give them two or more options, e.g. leaving a message or being put on hold. Tell them the consequences of their actions (which you should preferably write down before they decide, to make the game fair), and then get them to make another telephone conversation suitable for that situation. Then give them another choice (e.g. accept their apology or demand a refund), etc. This works best if there is a clear end to the game that tells them if they have been successful (e.g. "Your boss is very happy with the result") or a failure ("The company refuses to do any more business with you and you get the sack"). It can also be typed up as a reading and speaking task.

11. Match the telephone roleplays pairwork game. Students have several mixed up Student A and Student B roleplay cards, e.g. Student A has "You think your electricity bill is wrong" and "You want to change an appointment" and Student B has "You are a doctor's surgery" and "You are a lawyer". Student A picks one of the roleplay cards and starts the conversation. Student B picks one that could

match and replies according to that roleplay card. If at any time they decide that the cards don't match they should finish the conversation with something like "I'm sorry, I must have dialled a wrong number" or "I'm afraid I can't help you. Shall I give you the number of the local doctor's surgery?" and try again.

12. Match the telephone roleplays pellmanism. In this variation on the Match the Telephone Roleplays Pairwork Game, students take Student A and Student B roleplay cards that are face down on the table and try to play their respective roles until they successfully finish the call or realise that the roleplay cards don't match, apologise and finish the call. This works best with two or three teams of two players each in each group.

13. Shadow reading. In this fun drilling and controlled practice game, students try to copy a textbook telephone conversation while the tape is playing, trying to exactly match the timing and rhythm of the speakers on the tape. After listening carefully once for exactly how the speakers speak and copying with the tape a couple of times, the class or teams can try one more time with the teacher turning down the volume in the middle of the recording and then back up near the end to check if the students are still in time with the speakers on the tape.

14. Disappearing telephone call game. In this simple and fun memory game the whole class, one team or one student read out the telephone conversation on the whiteboard (preferably written up before the class or while the students are busy with something else). The teacher then rubs out one word and they read the whole thing again, including the missing word. Continue until the whole conversation

has disappeared and students are saying it completely from memory. As variations, students can select the next word to be deleted, or two teams can take the Student A and Student B parts and nominate words only from the other team's part to be erased.

15. Pairwork disappearing telephone call. In this variation on the Disappearing Telephone Call Game, pairs or groups of students are given a photocopy with a grid and a telephone conversation written out on it, with one word of the conversation in each box, e.g. Hello/ John/ speaking/ How/ can/ I/ help/ you?/ They take turns reading out the whole conversation and placing scrap pieces of paper over one of the boxes to hide the word in it, until the whole conversation is covered and the students are speaking entirely from memory.

(Alex, 2008)

2. The Concept of Speaking

a. Definition of Speaking

In Oxford Advanced Dictionary the definition of speaking is to express or communicate opinions, feelings, and ideas, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.

The terms 'speaking', according to Brown (2001), is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs. We generally use speaking as a means of communication in daily interaction. The presence of speaker and listener is a must to build up a mutual communication in speaking activity. Thus, speaking is considered to be inseparable to something we call communication. Communication is the way individual can show the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order each other.

b. *Elements of speaking*

Jeremy Harmer (2003) stated that the ability to speak English presupposes the elements necessary for spoken production as follows:

- a. Language features (connected speech, expressive devices, lexis and grammar, negotiation language).
- b. Mental or social processing (language processing interacting with others, (on the spot) information processing)

c. *Functions of speaking*

Jack C. Richards (2008) use an expanded three-part version of Brown and Yule's framework (after Jones, 1996, and Burns, 1998): *talk as interaction*; *talk as transaction*; *talk as performance*. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

a. Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function.

When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances, and their nature has been well described by Brown and Yule (1983).

The main features of talk as interaction can be summarized as follows:

- Has a primarily social function
- Reflects role relationships
- Reflects speaker’s identity
- May be formal or casual
- Uses conversational conventions
- Reflects degrees of politeness
- Employs many generic words
- Uses conversational register
- Is jointly constructed

Some of the skills involved in using talk as interaction involve knowing how to do the following things:

- Opening and closing conversations
- Choosing topics
- Making small-talk
- Joking
- Recounting personal incidents and experiences
- Turn-taking
- Using adjacency pairs²
- Interrupting
- Reacting to others
- Using an appropriate style of speaking

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. In such transactions. Talk is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding. (Jones 1996:14).

Examples of talk as transaction are:

- Classroom group discussions and problem-solving activities
- A class activity during which students design a poster
- Discussing needed computer repairs with a technician
- Discussing sightseeing plans with a hotel clerk or tour guide
- Making a telephone call to obtain flight information
- Asking someone for directions on the street
- Buying something in a shop
- Ordering food from a menu in a restaurant

Burns (1998) distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood. The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

Some of the skills involved in using talk for transactions are:

- Explaining a need or intention
- Describing something
- Asking questions

- Asking for clarification
- Confirming information
- Justifying an opinion
- Making suggestions
- Clarifying understanding
- Making comparisons
- Agreeing and disagreeing

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

Spoken texts of this kind, according to Jones (1996), often have identifiable generic structures and the language used is more predictable because of less contextual support, the speaker must include all necessary information in the text –

hence the importance of topic as well as textual knowledge. And while meaning is still important, there will be more emphasis on form and accuracy.

Examples of talk as performance are:

- Giving a class report about a school trip
- Conducting a class debate
- Giving a speech of welcome
- Making a sales presentation
- Giving a lecture

Some of the skills involved in using talk as performance are:

- Using an appropriate format
- Presenting information in an appropriate sequence
- Maintaining audience engagement
- Using correct pronunciation and grammar
- Creating an effect on the audience
- Using appropriate vocabulary
- Using an appropriate opening and closing

Three core issues need to be addressed in planning speaking activities for an English class. The first is to determine what kinds of speaking skills the class will focus on. Is it all three of the genres described in the preceding section, or will some receive greater attention than others? Informal needs analysis is the starting point

here. Procedures for determining needs include observation of learners carrying out different kinds of communicative tasks, questionnaires, interviews, and diagnostic testing (e.g., Tsang and Wong 2002). The second issue is to identifying teaching strategies to “teach” (i.e., provide opportunities for learners to acquire) each kind of talk.

➤ Teaching talk as interaction

Talk as interaction is perhaps the most difficult skill to teach since interactional talk is a very complex and subtle phenomenon that takes place under the control of unspoken rules. In my experience, these are best taught by providing examples embedded in naturalistic dialogs that model features such as opening and closing conversations, making small talk, recounting personal incidents and experiences, and reacting to what others say. One rule for making small talk is to initiate interactions with a comment concerning something in the immediate vicinity or that both participants have knowledge of. The comment should elicit agreement, since agreement is face-preserving and non-threatening. Hence, safe topics, such as the weather, traffic, and so on, must be chosen.

Later, students can be given situations in which small talk might be appropriate (e.g., meeting someone at a movie, running into a friend in the cafeteria, or waiting at a bus stop). They can then be asked to think of small talk topic comments and responses. Giving feedback (or back channeling) is another important aspect of talk as interaction. It involves responding to a conversational partner with expressions that

indicate interest and a wish for the speaker to continue, such as “That’s interesting,” “yeah,” “really,” and so on. To practice using back channeling in this way, students can examine dialogs from which feedback expressions have been omitted.

➤ Teaching talk as transaction

Talk as transaction is more easily planned since current communicative materials are a rich resource of group activities, information-gap activities, and role plays that can provide a source for practicing how to use talk for sharing and obtaining information, as well as for carrying out real-world transactions. These activities include ranking, values clarification, brainstorming, and simulations. Group discussion activities can be initiated by having students work in groups to prepare a short list of controversial statements for others to think about.

Role-play activities are another familiar technique for practicing real-world transactions and typically involve the following steps:

- Preparing: Reviewing vocabulary, real-world knowledge related to the content, and context of the role play (e.g., returning a faulty item to a store).
- Modeling and eliciting: Demonstrating the stages that are typically involved in the transaction, eliciting suggestions for how each stage can be carried out, and teaching the functional language needed for each stage.
- Practicing and reviewing: Assigning students roles and practicing a role play using cue cards or realia to provide language and other support.

Several methods can be used to address the issue of language accuracy when students are practicing transactional use of language:

1. By pre-teaching certain linguistic forms that can be used while completing a task.
2. By reducing the complexity of the task (e.g., by familiarizing students with the demands of the activity by showing them a similar activity on video or as a dialog).
3. By giving adequate time to plan the task.
4. By repeated performance of the task.

(Willis, 1966)

➤ Teaching talk as performance

Teaching talk as performance requires a different teaching strategy. Jones (1996:17) comments: Initially, talk as performance needs to be prepared for and scaffolded in much the same way as written text, and many of the teaching strategies used to make understandings of written text accessible can be applied to the formal uses of spoken language. This approach involves providing examples or models of speeches, oral presentations, stories, etc., through video or audio recordings or written examples. These are then analyzed, or “deconstructed,” to understand how such texts work and what their linguistic and other organizational features are. Questions such as the following guide this process:

- What is the speaker’s purpose?

- Who is the audience?
- What kind of information does the audience expect?
- How does the talk begin, develop, and end? What moves or stages are involved?
- Is any special language used?

Feez and Joyce's approach to text-based instruction provides a good model for teaching talk as performance (1998). This approach involves:

- Teaching explicitly about the structures and grammatical features of spoken and written texts.
- Linking spoken and written texts to the cultural context of their use.
- Designing units of work that focus on developing skills in relation to whole texts.
- Providing students with guided practice as they develop language skills for meaningful communication through whole texts.

d. *The way of teaching speaking*

The teachers should know about the way of teaching speaking in order they will not get the difficulty in their teaching. Based on Anatologi Pengajaran Bahasa Asing Khususnya Bahasa Inggris, (1987:86) the way of teaching speaking is classified by Prof. Dr. Sadjono E. as following: *totally manipulative, most manipulative, most communicative and totally communicative*.

- a) Totally Manipulative means the English the English teacher will pay attention to the whole of speaking activity in the class or teacher becomes the main role in the

speaking class (The students imitate what the teacher says). It can be done by drilling and the students follow what the teacher says.

- b) Most Manipulative means that the teacher still becomes the main role but the students have been active. It means the students don't imitate what the teachers says totally but the students are able to use and develop their own words, even it is a simple word.
- c) Most Communicative means the students start to speak actively but this activity still get the controlled from the teachers. The control given by the teacher just adds the unknown vocabulary;
- d) And the last is Totally Communicative it means the teacher has let the students to speak actively each other without getting help from the teacher. In this case the students can develop their word without getting interference from the teacher. If this condition can be set up, it means the speaking activity in their class can be said success.

e. Steps of Teaching Speaking

After knowing the way of teaching speaking, the teacher should know the step of it, because the step of speaking can help the teacher to make effective the time. The steps are Presentation, Practice, and Production (Carol, 1998).

a. Presentation

In this step the teacher has function to be the announcer in which the teacher gives the student's motivation and lead question in order they get the description about the material which will presented by the teacher. The teacher should do this step because it will lead the teacher to know the students' ability to imagine and guess about an abstract thing. Carol read in Presentation, Practice, and Production at glance explain the purposes of presentation are to give the students opportunity to realize the usefulness and relevance of a new language item, to present the meaning, form and to check the understanding.

b. Practice

Practice in speaking activity is very important because by this way, the teacher can measure the student's ability. In this step the teacher gives an example to the student then the students try to imitate the teacher. In teaching speaking, this step can be done by the flexible way, for instance, in pairs, a group or individually by telling something in front of the audiences in which the students still use the teacher's example.

c. Production

In this step the student is hoped be able to produce a speaking activity by using their way without getting intervention from the teacher. In this step the English teacher just have little role. Carol read explains the purposes of production are to provide the opportunity for students to use a new language in freer that no press from out, more creative ways, to check how much has really been learnt by the students or

the learners, to integrate new language with old language, practice dealing with the unpredictable and the students' motivation.

f. Characteristic of Successful speaking

Byrne (2000) classified the characteristics of successful speaking activity as follows:

- The first characteristic when the speaking activity can be said have been successful is learners talk a lot.
It means that the students have so much idea to say, vocabulary does not become a problem in speaking, shyness to speak decreased, etc. It can be reach if the teacher uses appropriate method or media. It also can be reach if learners get as much a possible chance to speak. But, it is most usually time is taken up with teacher talk or pauses.
- The second characteristic is participation is event. All students should get some chance to speak and give contribution. A minority of talk active participants dominates classroom discussion.
- The next characteristic is motivation is high. Learners as full of desire to speak because they are interested in the topic and have something new to say about it. It indicates that the teachers should smart to cover their classroom.
- The last characteristic is language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of acceptable level of language accuracy.

g. Principle for Teaching Speaking

Principle of speaking ability as follows:

- Be aware of the differences between second language and foreign language learning context.
- Give students practice both fluency and accuracy.
- Provide opportunities for students to talk by using group work or pair work and limiting teacher talk.
- Plan speaking tasks that involve negotiation for meaning.
- Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

h. The Activities for the Enhancement of Speaking Skills

There are many activities can be used by a teacher for enhancement the students' speaking skill. In general the activities are divided into three; individual work activity, pair work activity, and group activity. However Littlewood (1981) divided the stages of activities:

- 1) Pre-communicative activities, they are structural activities which focus on drilling on language function, and semi communicative activities, providing social context of how to use language functions;
- 2) Communicative activities, they are functional communication, providing social situation to practice language function and social interaction activities

focusing on real social to practice and internalize language function in appropriate social context.

According to Rivers in Sukrianto (1978) the activities in such natural interaction contexts as the following:

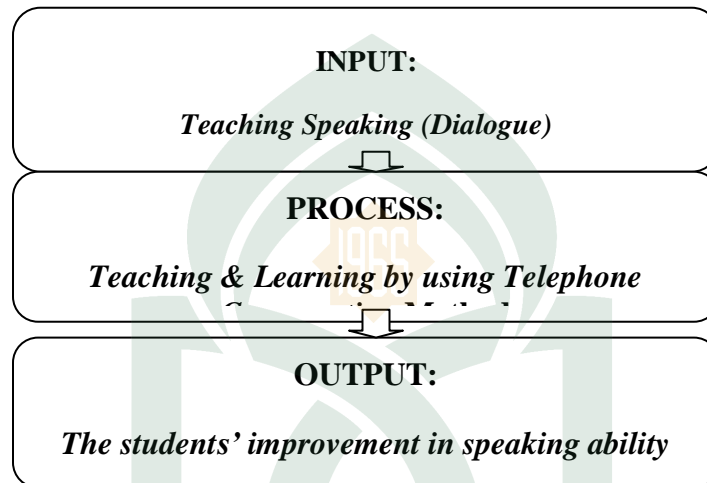
1. Establishing and maintaining social relations.
2. Hiding one's reactions.
3. Expressing one's intentions.
4. Talking one's way out of trouble.
5. Seeking and giving information.
6. learning or teaching others to do or making something.
7. Conversing over telephone.
8. solving problem.
9. discussing ideas.
10. playing with language.
11. acting social roles.
12. Entertaining others.

13. Displaying one's achievements.

14. Sharing leisure activities.

C. Theoretical Framework

Based of theory of research, the theoretical framework in described as follows:



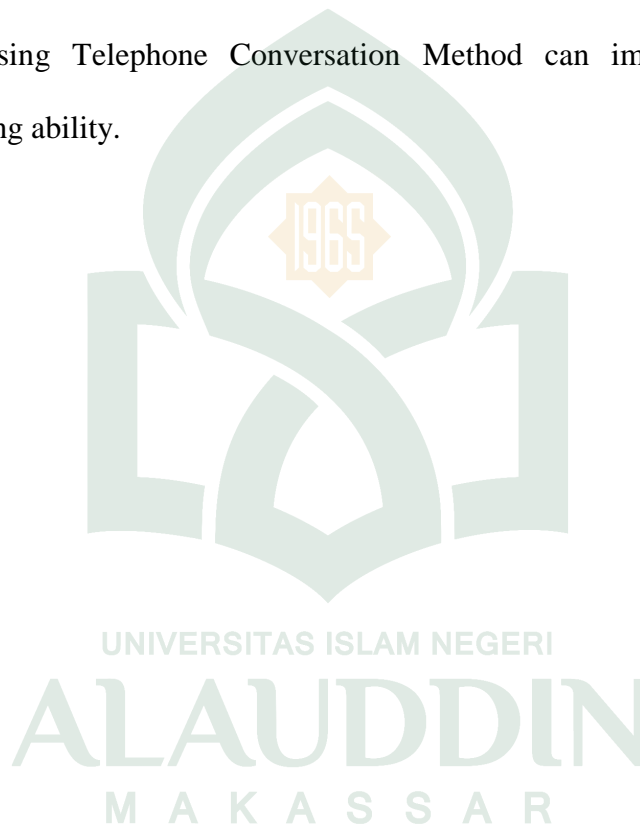
In the variable of the diagram above, input, process and output were briefly classified as follows:

1. Input : it refers to the material that given in the speaking activities.
2. Process: it refers to the Telephone Conversation Method as the way to improve the speaking skill.
3. Output: the students' improvement (result) in speaking ability.

D. Hypotesis

The writer used statistic hypotheses, namely:

1. H_0 : Using Telephone Conversation Method cannot improve the students' speaking ability.
2. H_1 : Using Telephone Conversation Method can improve the students' speaking ability.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research design, variable, population and sample, procedure of collecting data, and technique of data analysis.

A. Research Design

The research employed a pre-experimental design, with pre-test and post-test design. The comparison between the pre-test and post-test score depended on the success of the treatment. The design could be seen as follow:

E	O ₁	X	O ₂
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Note:

O₁ : Pre-test

X : Treatment

O₂ : Post-test

(Source : Gay, 2006)

B. Research Variable

There were two variables involved in this research. They were independent variable and dependent variable.

- a. Dependent variable was the improvement of students' speaking ability.
- b. Independent variable was the use of Telephone Conversation Method.

C. Population and Sample

1. Population

Population is generalization area consist of objects, subject, which has certain quality and characterization which is state by writer to be learned to take the conclusion (Sugiyono, 2009). The population of this research were the second year students of MA DDI Mattoanging Bantaeng in academic year of 2013-2014.

2. Sample

Sample is most of or representatives of the population who are researched (Arikunto, 2006). The sample in this research, was one class that consists of 28 students from 56 students, this research was applied the purposive sampling.

D. Research Instrument

The instrument of the research that the writer used in this thesis was speaking test. The speaking test was given to the students to know their ability in speaking. The test divided into two types, namely pre-test and post-test. The pretest was the speaking test was given before treatment.

In this test, the students asked to deliver free talk. The second test is post-test that is given after treatment. In this test, the students was given a topic.

E. Procedure of Collecting Data

Collecting the data, the writer used some procedures such as follows:

a. Pre-test

In this activity students was given a pre-test to know their speaking ability before implementing Telephone Conversation method. After being tested, the students' test could be checked by the writer and given score.

b. Treatment

When the treatment section ---- oing on, the writer applied the *Telephone Conversation Method*. The treatments took place within 6 meetings and it took 90 minutes for each meeting.

The treatment conducted with the following procedure:

- 1) The writer asked the students about telephone calls that they currently make. Brainstorm and make a list of various telephone tasks such as making an appointment, calling a friend, etc.
- 2) The writer gave any vocabulary that the class may need to learn or review.
- 3) The writer divided the class into pairs.

Then gave each pair a set of Telephone Conversation scenario cards.

- 4) Together the partners practiced the conversation based on the

information on their cards. For each pair, the writer arranged the chairs back to back so that they can't see each other when they talk. If you can't move the chairs, put a notebook or folder between the students to block their vision, or ask students to stand back-to-back while they practice their role-plays. This helps the students practice their conversation without relying on body language, similar to speaking on the telephone.

- 5) The writer circulated among the pairs and listen to their role plays. Provided any suggestions or help where needed.
- 6) After practicing each scenario, writer asked the class about the conversation. Let students asked questions or add comments to the conversation. Used this time to point out any details that are relevant for each scenario, such as cultural norms, common phrases to use, leaving messages, differences in talking to a supervisor versus a friend, etc.
- 7) For review, the writer passed out the Scenario Cards again, but make sure each pair has a different scenario from their first practice. Now they have the opportunity to apply what they have just learned from the class discussion.

Circulate and listen to the role plays.

- 8) These activities was held for the 1st, 2nd, 3rd, 4th, 5th and 6th meetings. For each meeting the distributed of conversation scenario card

were different.

c. Post-test

The post-test conducted to find out the students achievement and their progress. It used not only to know the result of treatments, but also use to know wheather there was an improvement or not.

The post-test conducted by given a topic of dialogue and the students make a telephone conversation role-play about it. The procedure was similar with the treatment. The writer assessed them in accuracy, fluency and comprehensibility aspect.

F. Technique of Analyzing Data

Heaton (1988) represented three terms to point out in case of measuring the students speaking ability. They are accuracy, fluency, and comprehensibility. To measure the speaking ability of the student on the three components observed include accuracy, fluency, and comprehensibility, the data will be tabulated by referring to the scoring system introduced by Depdiknas (2005: 27) as follow:

Score 5 categorized as “very good”

Score 4 categorized as “good”

Score 3 categorized as “average”

Score 2 categorized as “poor”

Score 1 categorized as “very poor”

These scores above converted to the final scoring system of the Depdiknas as follows :

93.33 – 100 classified as “very good”

80.00 – 86.66 classified as “good”

60.00 – 73.33 classified as “average”

40.00 – 53.33 classified as “poor”

20.00 – 33.33 classified as “very poor”

Below the classification score and criteria of the components above:

1) Accuracy

Table 2. Pronunciation

Classification		Criteria
Very good	5	It is easy to understand and has equivalent of native speaker's accent.
Good	4	It is easy to understand even though in certain accent.
Average	3	There is a problem of pronunciation that the listener must completely concentrate and sometimes there is misunderstanding.
		It is difficult to understand because of

Poor	2	mispronunciation.
Very poor	1	Mispronunciation was serious so it cannot understand.

Table 3 Grammar

Classificatio	Score	Criteria
Very good	5	No grammatical mistakes.
Good	4	Sometimes has a grammatical mistake, but no influence meaning.
Average	3	It always has grammatical mistakes that influence the meaning.
Poor	2	A lot of grammatical mistakes which often make meaningless.
Very poor	1	A grammatical mistake was so serious so it is difficult to understand.

Table 4. Vocabulary

Classification	Score	Criteria
Very good	5	Using vocabulary and expression as like as native speaker.
Good	4	Sometimes the use of vocabulary is not suitable so it has to explain the idea because the vocabulary not complete.
Average	3	Often use unsuitable vocabulary, the limited speech because of limited vocabulary.
Poor	2	Using unsuitable and limited vocabulary so it is difficult to understand.
Very poor	1	The vocabulary is very limited so the speech can not go on.

2) Fluency

Table 5. Fluency

Classificatio	Score	Criteria
Very good	5	The fluency is such as native speaker.
Good	4	Fluency without a few/little annoyed by language problem.
Average	3	Fluency rather a lot of annoyed by language problem.
Poor	2	Often hesitate and desisted [by] since language limitation.
Very poor	1	Speak by snatches and desisted so that the conversation not possible (to) be happened.

3) Comprehensibility

Table 6. Comprehensibility

Classificatio	Score	Criteria
Very good	5	Comprehending [of] all without finding difficulties.
Good	4	Comprehending almost everything the although there

Average	3	is repetition in certain part.
Poor	2	Comprehending most is told [by] if/when talking rather slowed down [by] the although there [is] repetition.
Very poor	1	Follow is told. Only comprehend conversation having the character of socialization with tardy' talking and a lot of repetition.
		Comprehending is nothing although the simple way.

The research based on above scoring system used rate scales below:

Table 7. Rate scales

Rating	Ability to communicate orally
5.01-6.00	Excellent
4.01-5.00	Very good
3.01-4.00	Good
2.01-3.00	Average
1.01-2.00	Poor
0.00-1.00	Very poor

(Source: Heaton, 1988)

The data in this research was analyzed through the steps below:

- a. Calculating the percentage of the students score:

$$p = \frac{f}{n} \times 100$$

Where: p = Rate percentage

f = Frequency

N = The total number of students

- b. Calculating the mean score by using the formula:

$$X = \frac{\sum x}{N}$$

Where: \bar{X} = Mean Score

$\sum x$ = The sum of all score

N = The total number of subjects

(Gay, 2006: 361)

- c. Finding out the mean of different score by using the formula:

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N - 1}}$$

Where: SD = Standard deviation

$\sum x$ = The sum of the sequence

$(\sum x)^2$ = The sequence of the sum

N = Total number of subject

- d. Finding out significant difference between pretest and posttest value of the test using the following formula:

$$T = \frac{D}{\sqrt{\frac{D^2 - \frac{(\sum D)^2}{N}}{N(n-1)}}}$$

Where: T = Test of significant

D = The difference between matched pairs

$\sum D$ = The sum of difference

N = The number of samples

(Source: Gay, 2006)

G. Limitation

The writer realized that after researching conducted about one month, it was still limited. The writer was limited by time and donation.

The time of the research was short because the students got examination and they had many activities. Beside that, the writer also had a limited financial support.



CHAPTER IV

FINDING AND DISCUSSIONS

A. Findings

1. Students' score

Students' scores both of pre-test and post-test classified into the some criteria. The criteria and percentage of the students' scores of pre-test and post-test were as follows:

a. Pre-test

1) Accuracy

In the pre-test none of the students were classified into “excellent” and “very good” in accuracy. There were five students or (20.00%) of the sample classified into ‘good’, thirteen students (52,00%) classified into ‘average’, and seven students (28.00%) were classified into ‘poor’, and none of the students classified into ‘very poor’. The data is shown in the table 8 below;

Table 8

The criteria and percentage of the students' accuracy in pretest:

No	Classification	Number of Students	Percentage (%)
1	Excellent	0	0
2	Very good	0	0

3	Good	5	20.00
4	Average	13	52.00
5	Poor	7	28.00
6	Very poor	0	0
Total		25	100

2) *Fluency*

Table 9

The criteria and percentage of the students' fluency in pretest

No	Classification	Number of Students	Percentage(%)
1	Excellent	0	0
2	Very Good	0	0
3	Good	6	24.00
4	Average	14	56.00
5	Poor	5	20.00
6	Very Poor	0	0
Total		25	100

As is shown in the above figure, none of the students was categorized into 'excellent' and 'very good' in fluency, six students or (24.00%) of the sample categorized into 'good' fourteen students (56.00%) categorized into

‘average’, five students (20.00%) categorized into ‘poor’ and none of the students categorized as ‘very poor’.

3) *Comprehensibility*

Table 10

The criteria and percentage of the students’ comprehensibility in pre-test:

No	Classification	Number of Students	Percentage(%)
1	Excellent	0	0
2	Very Good	2	8.00
3	Good	14	56.00
4	Average	8	32.00
5	Poor	1	4.00
6	Very Poor	0	0
Total		25	100

Table 10 indicates that, none of students were categorized into ‘excellent’ in comprehensibility aspect. There were two students (8.00%) classified into ‘very good’, fourteen students (56.00%) classified into ‘good’, eight students (32.00%) categorized into ‘average’, one student (4.00) was categorized as ‘poor’ and none of the students categorized as ‘very poor’.

b. Post-test

1) Accuracy

In the post-test, there was a student or (4.00%) was classified into 'excellent' in accuracy, three students or (12.00%) were classified into 'very good', sixteen students (64.00%) classified into 'good', five students (20.00%) classified into 'average' and none of the students classified into 'poor' and 'very poor'. The data could be seen in the table 11 as follows.

Table 11

The criteria and percentage of the students' accuracy in the posttest:

No	Classification	Number of Students	Percentage (%)
1	Excellent	1	4.00
2	Very Good	3	12.00
3	Good	16	64.00
4	Average	5	20.00
5	Poor	0	0
6	Very Poor	0	0
Total		25	100

2) *Fluency*

Table 12

The criteria and percentage of the students' fluency in the posttest:

No	Classification	Number of students	Percentage (%)
1	Excellent	2	8.00
2	Very Good	2	8.00
3	Good	13	52.00
4	Average	8	32.00
5	Poor	0	0
6	Very Poor	0	0
Total		25	100

As is shown in the above figure, it was indicated that there were two students (8.00%) categorized into 'excellent' in fluency and two students or (8.00%) were categorized into 'very good' thirteen students (52.00%) were categorized as 'good', eight students (32.00%) were categorized into 'average' and none of the students was categorized into 'poor' and 'very poor'.

3) *Comprehensibility*

Table 13

The criteria and percentage of the students' comprehensibility in post-test:

No	Classification	Number of Students	Percentage(%)
1	Excellent	2	8.00
2	Very Good	6	24.00
3	Good	16	64.00
4	Average	1	4.00
5	Poor	0	0
6	Very Poor	0	0
Total		25	100

Table 13 was indicated that, there were two students or (8.00%) out of them categorized into 'excellent', six students (24.00%) categorized into 'very good' and sixteen students (64.00%) categorized into 'good' classification. There was a student categorized into 'average' (4.00), none of them categorized into 'poor', and 'very poor' in comprehensibility aspect.

2. Mean score of the pre-test and the post-test

a. Mean score of the pre-test

1. Accuracy

$$\bar{X} = \frac{\sum X}{N} = \frac{73}{25} = 2.9$$

3. Comprehensibility

$$\bar{X} = \frac{\sum X}{N} = \frac{92}{25} = 3.6$$

2. Fluency

$$\bar{X} = \frac{\sum X}{N} = \frac{76}{25} = 3.0$$

4. Total mean score

$$\bar{X} = \frac{\sum X}{N} = \frac{79.4}{25} = 3.2$$

b. Mean score of the post-test

1. Accuracy

$$\bar{X} = \frac{\sum X}{N} = \frac{100}{25} = 4.0$$

3. Comprehensibility

$$\bar{X} = \frac{\sum X}{N} = \frac{109}{25} = 4.4$$

2. Fluency

$$\bar{X} = \frac{\sum X}{N} = \frac{98}{25} = 3.9$$

4. Total mean score

$$\bar{X} = \frac{\sum X}{N} = \frac{102}{25} = 4.1$$

c. Standard Deviation

Table 14

Standard deviation of the Students both of pre-test and post-test:

Pre-Test	Post-Test
0,58	0,68

d. Test of Significance

In order to know whether the mean both pre-test and post-test were significantly different, the writer used t-test. The result of t-test can be shown of the following table:

Table 15

The distribution of t-Test and t-Table in Pre-test and Post-test:

Variable	t-Test	t-Table
X1-Y1	10,34	2,640

Based on the table 12, the level significances for speaking test, t-test was (10,34) is greater than t-table (2,640) (*See Appendix F*). So there was the significant different between the result of the pre-test and the post-test by using Telephone Conversation Method.

e. Hypothesis

To find out the degree of freedom (df) the writer used to the following formula :

$$df = N - 1 \text{ (N= Number of students)}$$

$$df = 25 - 1$$

$$df = 24$$

For the significance level (p) 0.05 and df= 24 the value of the t-test (10,34) was higher than the value of t-table (2.640).

Thus, H0 was rejected and H1 was accepted. So the writer concluded that there was a significant difference between the result of the students' pre-test and post-test achievement after using Telephone Conversation Method. In other words, using Telephone Conversation Method is effective in teaching speaking ability of the students.

B. Discussions

The descriptive statistic analyses in the findings shows the speaking quality of students, the mean score of the students in pre-test was 9.6, and post-test was 12.3. It means that there was a significant different between the mean score of the students' pre-test and the students' pos-test. The result of the t-test indicates that the value 10.34 from the t-test is higher than the t-table 2.640.

The mean score of the pretest of the students' accuracy is 2.9 and categorized 'poor'. The mean score of the posttest of the students' accuracy

is 4.0 and categorized 'good'. It shows that the mean score of the posttest (4.0) of the students' accuracy is greater than that of the pretest (2.9).

The mean score of the pretest of the students' fluency is 3.0 and categorized 'average'. The mean score of posttest of the students' fluency is 3.92 and categorized 'good'. It indicates that the mean score of the posttest (3.92) of the students' fluency is greater than that of the pretest (3.0)

The mean score of the pretest of the students' comprehensibility is 3.6 and categorized 'average'. The mean score of the posttest of the students' comprehensibility is 4.4 and categorized 'good'. It shows that the mean score of the posttest (4.4) of the students' comprehensibility is greater than than the pretest (3.6)

The total mean score of the students' pretest is 3.2 and the total mean score of the students' posttest is 4.1 It shows that the total mean score of the students' posttest (4.1) is greater than the pretest (3.2)

The value of the t-test is greater than t-table ($10.34 > 2.640$). Based on the result of the t-test. The writer found that there was a significant difference between the result of the pretest and the posttest. In other words, the information question technique is effective in teaching speaking ability of the students'.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter deals with two parts, namely conclusion and suggestion.

A. Conclusions

Based on the result of findings and discussion previously, it can be concluded that:

1. The speaking ability of the second year students of MA Boarding School of DDI Mattoanging Bantaeng was still low before using the Telephone Conversation method. It is proved by the mean score in pre-test was 9,6.
2. The second year students of MA Boarding School of DDI Mattoanging Bantaeng are easier to apply the Telephone Conversation method in helping their speaking ability. It is proved by the mean score in post-test was 12,3.
3. The improving speaking ability of the second year students of MA Boarding School of DDI Mattoanging Bantaeng was very effective. It is proved by the T-test value 10,34 which is higher than the T-table value 2,640.
4. The application of this strategy that was using telephone conversation in teaching speaking can run well. They open the program, give some motivation, read the rule and practice it.
5. In order this method can be fun and comfortable, Role-play technique could be use in implementing telephone conversation method.

B. Suggestions

The writer would like to put forward some suggestions to the teachers as the guide of education and to the students as the subject of education. The suggestions are as the following:

1) The Teachers

1. It is suggested to other SMA/MA/SMK English teachers whose students have similar classroom problems, characteristics and situations with MA DDI Mattoanging Bantaeng that the Telephone Conversation method could be used as an alternative approach to teach speaking skill at SMA/MA/SMK level.
2. The English teachers should set the time as effective as possible by considering the length of time allotted in every activity.
3. The English teachers should deliver the explanation using clear voice, not too slowly and not too quickly.
4. The English teachers should use Indonesian language if the students find it hard to understand the explanation.
5. The English teachers should provide the students with lists of vocabulary or ask them to always bring dictionary since they still have poor vocabulary.
6. The English teachers should distribute high achiever students in each group that they can help their low achiever friends in their group.

7. The English teachers should approach and guide students when they work on their tasks.
8. The English teachers should be patient since this technique employs a lot of time and activities at every stage.

2) The Students

1. When the students are studying something, they must have a good intension because it is as a controller of heart. The students' feeling will enjoy in studying if their heart is constituted by a good intension.
2. In learning speaking the students have to be able to lose their feeling shy and afraid to speak. They should not be afraid to produce a wrong word. The problems above are commonly found in speaking class activity and it can make the students difficult to improve and explore their speaking ability. So, the conclusion to solve this problem is the students must have self-confidence.
3. Speaking is daily activities, if the student wants to be able to get fluently in speaking they must practice it more and more.
4. Praying to the God. By praying we hope the knowledge that we got useful for our future life. Aamiin.

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APENDIX A
The Result of Student's Pre-Test of Class XII MA DDI

No.	Name	Accurac y	Fluenc y	Comprehensibilit y	Total	Score
1	Ahmad faisal	4	3	4	11	44
2	Arfendi Tamrin	4	4	4	12	48
3	Asriadi	2	3	4	9	36
4	Annisa Romasyah	3	3	4	10	40
5	Enni Arianty	3	2	3	8	32
6	Elmika Nesti	3	4	4	11	44
7	Faisal	2	2	3	7	28
8	Harbie Munandar	3	3	4	10	40
9	Hasmawati	2	3	3	8	32
10	Hilmy Aksan	3	2	3	8	32
11	Ismail	2	3	4	9	36
12	Isna Nurfadillah	3	3	3	9	36
13	Jaya Kusuma Wardana	3	3	4	10	40
14	Kaharuddin	2	3	2	7	28
15	Kamsuddin	2	2	3	7	28
16	Khaerul Anwar	3	3	3	9	36
17	King Abdul Azis	2	3	3	8	32
18	M. Asrar	3	4	4	11	44
19	Muh. Asran. A.R	4	3	4	11	44
20	M. Riswan Sitori	3	3	4	10	40
21	Muh. Ulfin Siddiq	3	2	4	9	36
22	Masrura	4	4	5	13	52
23	Mutmainnah	3	3	4	10	40
24	Miftahul Jannah	4	4	5	13	52
25	Rezki Awaliyah	3	4	4	11	44
Total		73	76	92	241	964

APENDIX B
The Result of Student's Post-Test of Class XII MA DDI

No.	Name	Accurac y	Fluenc y	Comprehensibilit y	Total	Score
1	Ahmad faisal	4	4	4	12	48
2	Arfendi Tamrin	4	5	5	14	56
3	Asriadi	3	4	4	11	44
4	Annisa Romasyah	4	4	4	12	48
5	Enni Arianty	4	3	4	11	44
6	Elmika Nesti	4	4	4	12	48
7	Faisal	3	3	4	10	40
8	Harbie Munandar	4	4	4	12	48
9	Hasmawati	4	4	5	13	52
10	Hilmy Aksan	4	4	4	12	48
11	Ismail	3	3	4	10	40
12	Isna Nurfadillah	4	4	4	12	48
13	Jaya Kusuma Wardana	4	3	4	11	44
14	Kaharuddin	4	4	4	12	48
15	Kamsuddin	3	3	4	10	40
16	Khaerul Anwar	4	3	4	11	44
17	King Abdul Azis	3	4	3	10	40
18	M. Asrar	4	4	5	13	52
19	Muh. Asran. A.R	5	4	4	13	52
20	M. Riswan Sitori	4	3	5	12	48
21	Muh. Ulfin Siddiq	4	3	4	11	44
22	Masrura	5	6	6	17	68
23	Mutmainnah	4	4	5	13	48
24	Miftahul Jannah	6	6	6	18	72
25	Rezki Awaliyah	5	5	5	15	60
Total		73	76	92	241	1224

APENDIX B
The Result of Student's Post-Test of Class XII MA DDI

No.	Name	Accurac y	Fluenc y	Comprehensibilit y	Total	Score
1	Ahmad faisal	4	4	4	12	4
2	Arfendi Tamrin	4	5	5	14	4,6
3	Asriadi	3	4	4	11	3,6
4	Annisa Romasyah	4	4	4	12	4
5	Enni Arianty	4	3	4	11	3,6
6	Elmika Nesti	4	4	4	12	4
7	Faisal	3	3	4	10	3,3
8	Harbie Munandar	4	4	4	12	4
9	Hasmawati	4	4	5	13	4,3
10	Hilmy Aksan	4	4	4	12	4
11	Ismail	3	3	4	10	3,3
12	Isna Nurfadillah	4	4	4	12	4
13	Jaya Kusuma Wardana	4	3	4	11	3,6
14	Kaharuddin	4	4	4	12	4
15	Kamsuddin	3	3	4	10	3,3
16	Khaerul Anwar	4	3	4	11	3,6
17	King Abdul Azis	3	4	3	10	3,3
18	M. Asrar	4	4	5	13	4,3
19	Muh. Asran. A.R	5	4	4	13	4,3
20	M. Riswan Sitori	4	3	5	12	4
21	Muh. Ulfin Siddiq	4	3	4	11	3,6
22	Masrura	5	6	6	17	5,6
23	Mutmainnah	4	4	5	13	4,3
24	Miftahul Jannah	6	6	6	18	6
25	Rezki Awaliyah	5	5	5	15	5
Total		73	76	92	241	101,6

APPENDIX C

The Row Score of the Students' Pre-test and Post-test in speaking test

Respondent	Pretest (X₁)	Posttest (X₂)	Derivation (D)	(X₁)²	(X₂)²	D²
1	3,6	4	0,4	12,96	16	0,16
2	4	4,6	0,6	16	21,16	0,36
3	3	3,6	0,6	9	12,96	0,36
4	3,3	4	0,7	10,89	16	0,49
5	2,6	3,6	1	6,76	12,96	1
6	3,6	4	0,4	12,96	16	0,16
7	2,3	3,3	1	5,29	10,89	1
8	3,3	4	0,7	10,89	16	0,49
9	2,6	4,3	1,7	6,76	18,49	2,89
10	2,6	4	1,4	6,76	16	1,96
11	3	3,3	0,3	9	10,89	0,09
12	3	4	1	9	16	1
13	3,3	3,6	0,3	10,89	12,96	0,09
14	2,3	4	1,7	5,29	16	2,89
15	2,3	3,3	1	5,29	10,89	1
16	3,6	3,6	0,6	9	12,96	0,36
17	2,6	3,3	0,7	6,76	10,89	0,49
18	3,6	4,3	0,7	12,96	18,49	0,49
19	3,6	4,3	0,7	12,96	18,49	0,49
20	3,3	4	0,7	10,89	16	0,49
21	3	3,6	0,6	9	12,96	0,36
22	4,3	5,6	1,3	18,49	31,36	1,69
23	3,3	4,3	1	10,89	18,49	1
24	4,3	6	1,7	18,49	36	2,89
25	3,6	5	1,4	12,96	25	1,96
Total	79,4	101,6	22,2	260,14	423,84	24,16

APPENDIX D

The Mean Score of Pre-test and Post-test

1. Mean score of Pre-test

$$\bar{X}_1 = \frac{\Sigma X}{N}$$

$$\bar{X}_1 = \frac{79,4}{25}$$

$$\bar{X}_1 = 3,176$$

2. Mean Score of Post-test

$$\bar{X}_2 = \frac{\Sigma X}{N}$$

$$\bar{X}_2 = \frac{101,6}{25}$$

$$\bar{X}_2 = 4,064$$



APPENDIX E

Standard Deviation of Pre-test and Post-test

$$1. D = \frac{(\sum D)}{N}$$

$$D = \frac{22,2}{25} = 0,888$$

2. T-test

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{0,888}{\sqrt{\frac{4,45}{600}}}$$

$$t = \frac{0,888}{\sqrt{\frac{\sum 24,16 - \frac{(22,2)^2}{25}}{25(25-1)}}$$

$$t = \frac{0,888}{\sqrt{0,0074}}$$

$$t = \frac{0,888}{\sqrt{\frac{\sum 24,16 - \frac{(492,84)}{25}}{25(24)}}$$

$$t = \frac{0,888}{0,086}$$

$$t = 10,325$$

$$t = \frac{0,888}{\sqrt{\frac{\sum 24,16 - 19,71}{600}}}$$

3. T-table

For level of significance (D)= 0,05

Degree of freedom(df)= (N-1) =24

t-table =2,640

APPENDIX F
Distribution of t –Table

Df	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0,01
	Level of Significance for one-tailed test					
	0,25	0,1	0	0,025	0,01	0.005
1	1.000	3.078	6.314	12.706	31,821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.926
3	0.765	1.638	2.353	3.183	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	2.143	3.707
7	0.711	1.451	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.226	2.764	3.169
11	0.697	1.363	1.769	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.120
14	0.692	1.345	1.761	2.143	2.624	2.977
15	0.691	1.341	1.753	2.331	2.604	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.688	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.505	2.819
23	0.685	1.319	1.714	2.690	2.500	2.807
24	0.685	1.318	1.711	2.640	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	2.890	2.358	2.617
	0.674	1.282	1.645	1.960	2.326	2.576

APENDIX A
The Result of Students' Pre-Test of Class XII MA DDI

No.	Name	Accurac y	Fluenc y	Comprehensibilit y	Total	Score
1	Ahmad faisal	4	3	4	11	3,6
2	Arfendi Tamrin	4	4	4	12	4
3	Asriadi	2	3	4	9	3
4	Annisa Romasyah	3	3	4	10	3,3
5	Enni Arianty	3	2	3	8	2,6
6	Elmika Nesti	3	4	4	11	3,6
7	Faisal	2	2	3	7	2,3
8	Harbie Munandar	3	3	4	10	3,3
9	Hasmawati	2	3	3	8	2,6
10	Hilmy Aksan	3	2	3	8	2,6
11	Ismail	2	3	4	9	3
12	Isna Nurfadillah	3	3	3	9	3
13	Jaya Kusuma Wardana	3	3	4	10	3,3
14	Kaharuddin	2	3	2	7	2,3
15	Kamsuddin	2	2	3	7	2,3
16	Khaerul Anwar	3	3	3	9	3
17	King Abdul Azis	2	3	3	8	2,6
18	M. Asrar	3	4	4	11	3,6
19	Muh. Asran. A.R	4	3	4	11	3,6
20	M. Riswan Sitori	3	3	4	10	3,3
21	Muh. Ulfin Siddiq	3	2	4	9	3
22	Masrura	4	4	5	13	4,3
23	Mutmainnah	3	3	4	10	3,3
24	Miftahul Jannah	4	4	5	13	4,3
25	Rezki Awaliyah	3	4	4	11	3,6
Total		73	76	92	239	79.4

APENDIX B
The Result of Students' Post-Test of Class XII MA DDI

No.	Name	Accurac y	Fluenc y	Comprehensibilit y	Total	Score
1	Ahmad faisal	4	4	4	12	4
2	Arfendi Tamrin	4	5	5	14	4,6
3	Asriadi	3	4	4	11	3,6
4	Annisa Romasyah	4	4	4	12	4
5	Enni Arianty	4	3	4	11	3,6
6	Elmika Nesti	4	4	4	12	4
7	Faisal	3	3	4	10	3,3
8	Harbie Munandar	4	4	4	12	4
9	Hasmawati	4	4	5	13	4,3
10	Hilmy Aksan	4	4	4	12	4
11	Ismail	3	3	4	10	3,3
12	Isna Nurfadillah	4	4	4	12	4
13	Jaya Kusuma Wardana	4	3	4	11	3,6
14	Kaharuddin	4	4	4	12	4
15	Kamsuddin	3	3	4	10	3,3
16	Khaerul Anwar	4	3	4	11	3,6
17	King Abdul Azis	3	4	3	10	3,3
18	M. Asrar	4	4	5	13	4,3
19	Muh. Asran. A.R	5	4	4	13	4,3
20	M. Riswan Sitori	4	3	5	12	4
21	Muh. Ulfin Siddiq	4	3	4	11	3,6
22	Masrura	5	6	6	17	5,6
23	Mutmainnah	4	4	5	13	4,3
24	Miftahul Jannah	6	6	6	18	6
25	Rezki Awaliyah	5	5	5	15	5
Total		100	98	109	307	101,6

APPENDIX C

The Row Score of the Students' Pre-test and Post-test in speaking test

Respondent	Pretest (X₁)	Posttest (X₂)	Derivation (D)	(X₁)²	(X₂)²	D²
1	3,6	4	0,4	12,96	16	0,16
2	4	4,6	0,6	16	21,16	0,36
3	3	3,6	0,6	9	12,96	0,36
4	3,3	4	0,7	10,89	16	0,49
5	2,6	3,6	1	6,76	12,96	1
6	3,6	4	0,4	12,96	16	0,16
7	2,3	3,3	1	5,29	10,89	1
8	3,3	4	0,7	10,89	16	0,49
9	2,6	4,3	1,7	6,76	18,49	2,89
10	2,6	4	1,4	6,76	16	1,96
11	3	3,3	0,3	9	10,89	0,09
12	3	4	1	9	16	1
13	3,3	3,6	0,3	10,89	12,96	0,09
14	2,3	4	1,7	5,29	16	2,89
15	2,3	3,3	1	5,29	10,89	1
16	3,6	3,6	0,6	9	12,96	0,36
17	2,6	3,3	0,7	6,76	10,89	0,49
18	3,6	4,3	0,7	12,96	18,49	0,49
19	3,6	4,3	0,7	12,96	18,49	0,49
20	3,3	4	0,7	10,89	16	0,49
21	3	3,6	0,6	9	12,96	0,36
22	4,3	5,6	1,3	18,49	31,36	1,69
23	3,3	4,3	1	10,89	18,49	1
24	4,3	6	1,7	18,49	36	2,89
25	3,6	5	1,4	12,96	25	1,96
Total	79,4	101,6	22,2	260,14	423,84	24,16

APPENDIX D

The Mean Score of Pre-test and Post-test

1. Mean score of Pre-test

a. Accuracy;

$$\bar{X} = \frac{\sum X}{N} = \frac{73}{25} = 2.9$$

c. Comprehensibility;

$$\bar{X} = \frac{\sum X}{N} = \frac{92}{25} = 3.6$$

b. Fluency;

$$\bar{X} = \frac{\sum X}{N} = \frac{76}{25} = 3.0$$

d. Total of mean score;

$$\bar{X} = \frac{\sum X}{N} = \frac{79.4}{25} = 3.17$$

2. Mean Score of Post-test

a. Accuracy;

$$\bar{X} = \frac{\sum X}{N} = \frac{100}{25} = 4.0$$

c. Comprehensibility;

$$\bar{X} = \frac{\sum X}{N} = \frac{109}{25} = 4.4$$

b. Fluency;

$$\bar{X} = \frac{\sum X}{N} = \frac{98}{25} = 3.9$$

d. Total mean score;

$$\bar{X} = \frac{\sum X}{N} = \frac{101.6}{25} = 4.06$$

APPENDIX E

STANDARD DEVIATION

A. Pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(X)^2}{N}}{N - 1}}$$

$$= \sqrt{\frac{260,14 - \frac{(79,4)^2}{25}}{25 - 1}}$$

$$= \sqrt{\frac{260,14 - \frac{6304,36}{25}}{24}}$$

$$= \sqrt{\frac{260,14 - 252,17}{24}}$$

$$= \sqrt{\frac{7,97}{24}}$$

$$= \sqrt{0,332}$$

$$SD = 0,58$$

B. Post-Test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(X)^2}{N}}{N - 1}}$$

$$= \sqrt{\frac{423,84 - \frac{(101,6)^2}{25}}{25 - 1}}$$

$$= \sqrt{\frac{423,84 - \frac{10322,56}{25}}{24}}$$

$$= \sqrt{\frac{423,84 - 412,9024}{24}}$$

$$= \sqrt{\frac{10,9376}{24}}$$

$$= \sqrt{0,456}$$

$$SD = 0,68$$

APPENDIX F

T- TEST

1. $D = \frac{(\sum D)}{N}$

$$D = \frac{22,2}{25} = 0,89$$

2. **T-test**

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D - \frac{(\sum D)^2}{N}}{N(N-1)}}} = \frac{0,89}{\sqrt{0,0074}}$$

$$= \frac{0,89}{\sqrt{\frac{\sum 24,16 - \frac{(22,2)^2}{25}}{25(25-1)}}} = \frac{0,89}{0,086}$$

$$= \frac{0,89}{\sqrt{\frac{\sum 24,16 - \frac{(492,84)}{25}}{25(24)}}} \quad t = 10,34$$

$$t = \frac{0,89}{\sqrt{\frac{\sum 24,16 - 19,71}{600}}}$$

$$= \frac{0,89}{\sqrt{\frac{4,45}{600}}}$$

3. T-table

For level of significance (D)= 0,05

Degree of freedom(df)= (N-1) = 24

t-table =2,640

APPENDIX G
Distribution of t –Table

Df	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0,01
	Level of Significance for one-tailed test					
	0,25	0,1	0	0,025	0,01	0.005
1	1.000	3.078	6.314	12.706	31,821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.926
3	0.765	1.638	2.353	3.183	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	2.143	3.707
7	0.711	1.451	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.226	2.764	3.169
11	0.697	1.363	1.769	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.120
14	0.692	1.345	1.761	2.143	2.624	2.977
15	0.691	1.341	1.753	2.331	2.604	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.688	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.505	2.819
23	0.685	1.319	1.714	2.690	2.500	2.807
24	0.685	1.318	1.711	2.640	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	2.890	2.358	2.617
	0.674	1.282	1.645	1.960	2.326	2.576

APPENDIX F
The Standard Deviation

A. Pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(X)^2}{N}}{N - 1}}$$

$$= \sqrt{\frac{260,14 - \frac{(79,4)^2}{25}}{25 - 1}}$$

$$= \sqrt{\frac{260,14 - \frac{6304,36}{25}}{24}}$$

$$= \sqrt{\frac{260,14 - 252,17}{24}}$$

$$= \sqrt{\frac{7,97}{24}}$$

$$= \sqrt{0,332}$$

$$SD = 0,58$$

B. Post-Test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$= \sqrt{\frac{423,84 - \frac{(101,6)^2}{25}}{25 - 1}}$$

$$= \sqrt{\frac{423,84 - \frac{10322,56}{25}}{24}}$$

$$= \sqrt{\frac{423,84 - 412,9024}{24}}$$

$$= \sqrt{\frac{10,9376}{24}}$$

$$= \sqrt{0,456}$$

$$SD = 0,68$$